The University of Texas at Tyler
College of Education and Psychology
Department of Educational Leadership and Policy Studies

Course Prefix, Number Course Title
EDLR 5458
School Facilities

Credit 4 hours

Days, Time and Location 100% Online

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Course Catalog Description

A course designed for school administrators whose responsibilities include school plant planning and management. Topics include using and maintaining existing school facilities, and the planning, designing and constructing of new school facilities. Course fee $10.

As a 4-hour course, students are expected to communicate with, involve and work collaboratively with executives within their school districts in order to acquire hands-on, practical experience as a superintendent similar to a laboratory environment.

Student Learning Outcomes

The student will be able to …

1. Shape district culture by facilitating the development and implementation of a shared vision.
2. Communicate and collaborate with families and community, as well as respond to diverse interests and mobilize community resources.
3. Influence political and cultural context to achieve the district’s educational vision.
4. Exhibit effectiveness in budget, resources, personnel and technology.
5. Apply leadership of the physical plant.
**Evaluation and Grading**

Grades will be determined (earned) based on a point value system. The system is as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>100 points</td>
</tr>
<tr>
<td>Modules (5 @ 50) (Assignments)</td>
<td>250 points</td>
</tr>
<tr>
<td>Facilities Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes (5 @ 50)</td>
<td>250 points</td>
</tr>
<tr>
<td>10-page Manuscript (School Facilities Planning Document)</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 points</td>
</tr>
</tbody>
</table>

A   900 - 1,000  
B - 800 - 899  
C   700 –799

**Interview.** The purpose of the interview assignment is to engage the student in an interview with a superintendent, deputy superintendent, assistant superintendent, a central office executive and/or a business manager to discuss and report on the critical current issues that a superintendent is faced with on a daily basis as he or she practices. There will be a standard set of 10 questions that students must ask in the interview, and then develop a written response including a self-reflection to each of the 10 responses. The student may ask additional questions, however, those responses are not required, but may be shared.

**Modules.** There will be 5 modules to complete in this course. Each module will contain lecture information and/or a reading assignment, followed by an assignment and quiz to be completed in the given timeframe. Each module contains an assignment and a quiz at 50 points each for a total of 100 points in each module. A topical outline for each module follows.

**Topical Outline**

Module 1: I&S tax rate, bond, maintenance and renovations, maintenance and supervision of plant, IFA, NIFA, bond protection, science lab construction, EDA, QZAB, etc.
Module 2: Maintenance and custodial staff supervision, policies and procedures for fire hydrants, pest management, asbestos procedures, risk management

Module 3: Construction issues, bond issues, legal property issues

Module 4: Wealth equalization and budgeting for School Facilities (Function 51)

Module 5: General School Facilities overview and preparation for the Superintendent TExES exam.

Facilities Project. This project reports the observations and opinions of the student-evaluator. Each student will report on facilities from her/his campus/s or from another campus. Students must consider the following:

School building(s) are in good or bad condition and provide a supportive educational environment.

School building(s) provide the appropriate spaces for the educational program.

The building(s) house a reasonable number of students. (P-4) should be 22 : 1 based on HB 72.

The building(s) are seriously overcrowded.

The types of facilities are inadequate for the educational programs.

The school is unsafe, deteriorated and in need of extensive remodeling or repair.

The site is too small (based on commissioner’s rules).

The site does not provide space for adequate improvements -- parking, playfield, etc.

The school can accommodate changes in educational programs.

Of the Texas schools that I know, these facilities are better/worst than average.

Write up a proposal to your Board and community with explanations, details, and a financial plan for improvements. This PowerPoint or Video presentation must be submitted audio and video.

School Facilities Planning Manuscript. This 10-page manuscript/document is necessary for the student to present/share/discuss his or her understanding of the information in this course. Each full explanation (explained below) is valued at 10 points each for a total of 100 points for this assignment. This is not busy work! Research from Bloom’s Taxonomy and Erickson’s Structure of Knowledge supports the notion that when students can synthesize and evaluate new knowledge across disciplines and in new learning environments they can begin to introduce new theories, thereby creating new ideas, processes and procedures for accomplishing plans and meeting goals. This
assignment may be modeled after the Book Chapter by Vaughn and Reynaud (2012), *The Superintendent and District Facilities*. Do not plagiarize your assignment. Use APA style when and where appropriate, and be careful to give credit for work that is not yours.

At the very least, your document must include the following topics/issues/explanations: introduction, inspecting and evaluating facilities, developing a needs assessment, creating and developing a proposal to the board and larger community, financing the facilities, the school bond, successful bond planning, construction projects, the architect’s role in a construction project, engaging the stakeholders, safety and security, educational needs and finally the conclusion. A completion and due date will be set by the professor.

**Discussion Board.** All students must participate in discussions. There will be a discussion in each of the 5 modules. The total point value for Discussion Board is 100 points. The professor reserves the right to treat the points as he sees fit. Point totals are strictly controlled, assigned, calculated, maintained, and otherwise calculated in the students’ final grade solely at the discretion of the professor. If a student fails to participate in discussions, the professor will have the right to drop that student’s grade by one letter grade (i.e., an A becomes a B, and B becomes a C, etc.).

**Final Exam.** The final exam is a comprehensive, 25-question multiple choice exam at 4 points for each question. The exam will be administered online at a given date and time. In addition, it will be patterned after the TExES examination for the Superintendency.

**Teaching Strategies**
The course will be taught 100% online.

**Related Field Experiences**
Students will be required to engage in field experiences including analyzing and designing a proposal to build or renovate a deteriorated area of their current school facilities, and present their proposals as Facilities Projects. If no building or renovation project is needed in the student’s district, a presentation will be made showcasing the district or campus facilities. This presentation will be presented audio and video.

**Required Textook:**

**Texas Public School Organization and Administration**

**Recommended Text, Materials/Supplies, and Related Reading**

**Course Policies**

**Attendance**
Online Course
UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kretes, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**Student Absence due to Religious Observance**
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct:** Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by Turnitin, available on Canvas.

UT Tyler Resources for Students:
• UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
• UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
• The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
• UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

TEXAS ADMINISTRATIVE CODE STANDARDS FOR SUPERINTENDENT PREPARATION PROGRAMS

Superintendent Standards

(a) Superintendent Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Superintendent Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §242.30 of this title (relating to Requirements to Renew the Standard Superintendent Certificate).

(b) Learner-Centered Values and Ethics of Leadership. A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner. A superintendent understands, values, and is able to:

(1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
(2) implement policies and procedures that encourage all school district personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

(3) serve as an articulate spokesperson for the importance of education in a free democratic society;

(4) enhance teaching and learning by participating in quality professional development activities, study of current professional literature and research, and interaction with the school district's staff and students;

(5) maintain personal physical and emotional wellness; and

(6) demonstrate the courage to be a champion for children.

c) Learner-Centered Leadership and School District Culture. A superintendent is an educational leader who promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. A superintendent understands, values, and is able to:

(1) establish and support a school district culture that promotes learning, high expectations, and academic rigor for self, student, and staff performance;
(2) facilitate the development and implementation of a shared vision that focuses on teaching and learning;
(3) implement strategies for the involvement of all stakeholders in the planning processes and facilitate planning between constituencies;
(4) conduct and analyze school district/campus climate inventories for effective and responsive decision making;
(5) institute and monitor planning processes that include strategies designed to ensure the accomplishment of school district goals and objectives to achieve the school district's vision;
(6) facilitate the use and allocation of all available resources to support the implementation of the school district's vision and goals;
(7) recognize and celebrate contributions of staff and community toward realization of the school district's vision;
(8) demonstrate an awareness of emerging issues and trends affecting the education community;
(9) encourage and model innovative thinking and risk taking and view problems as learning opportunities; and
(10) promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the education community.

(d) Learner-Centered Human Resources Leadership and Management. A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. A superintendent understands, values, and is able to:

(1) develop, implement, and evaluate a comprehensive professional development plan designed specifically to address areas of identified school district, campus, and/or staff need;

(2) facilitate the application of adult learning principles to all professional development activities, including the use of relevant issues and tasks and the use of support and follow-up strategies to facilitate implementation;

(3) implement strategies to enhance professional capabilities at the school district and campus level to ensure support for a continuum of services and programming;

(4) deliver effective presentations and facilitate the learning of both small and large groups;

(5) implement effective strategies for the recruitment, selection, induction, development, and promotion of staff;

(6) develop and institute comprehensive staff evaluation models appropriate to the position held that include both formative and summative assessment and appraisal strategies;

(7) demonstrate use of school district and staff evaluation data for personnel policy development and decision making;

(8) demonstrate and apply knowledge of certification requirements and standards; and

(9) diagnose and improve organizational health/morale by the implementation of strategies and programs designed to provide on-going assistance and support to personnel.

(e) Learner-Centered Policy and Governance. A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards. A superintendent understands, values, and is able to:

(1) define and apply the general characteristics of internal and external political systems to the educational organization;
(2) demonstrate and apply appropriate knowledge of legal issues affecting education;

(3) provide leadership in defining superintendent and board of trustees roles, mutual expectations, and effective superintendent-board of trustees working relationships;

(4) determine the political, economic, and social aspects and/or needs of groups in the community, and those of the community at large, for effective and responsive decision making;

(5) prepare and recommend school district policies to improve student learning and school district performance in compliance with state and federal requirements;

(6) use legal systems to protect the rights of students and staff and to improve learning opportunities;

(7) apply laws, policies, and procedures fairly, wisely, and considerately; and

(8) access state and national political systems to provide input on critical educational issues.

(f) Learner-Centered Communications and Community Relations. A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. A superintendent understands, values, and is able to:

(1) develop and implement an effective and comprehensive school district internal and external communications plan and public relations program;

(2) analyze community and school district structures and identify major opinion leaders and their relationships to school district goals and programs;

(3) establish partnerships with parents, area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals;

(4) implement effective strategies to systematically communicate with and gather input from all stakeholders in the school district;

(5) communicate effectively with all social, cultural, ethnic, and racial groups in the school district and community;

(6) develop and use formal and informal techniques to obtain accurate perceptions of the school district staff, parents, and community;
(7) use effective consensus-building and conflict-management skills;

(8) articulate the school district's vision and priorities to the community and to the media;

(9) influence the media by using proactive communication strategies that serve to enhance and promote the school district's vision;

(10) communicate an articulate position on educational issues; and

(11) demonstrate effective and forceful writing, speaking, and active listening skills.

(g) Learner-Centered Organizational Leadership and Management. A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A superintendent understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate effectively, and determine accountability for goal attainment;

(2) implement processes for gathering, analyzing, and using data for informed decision making;

(3) frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills;

(4) develop, implement, and evaluate change processes for organizational effectiveness;

(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment throughout the school district;

(6) apply legal concepts, regulations, and codes for school district operations;

(7) perform effective budget planning, management, account auditing, and monitoring and establish school district procedures for accurate and effective fiscal reporting;

(8) acquire, allocate, and manage resources according to school district vision and priorities;

(9) manage one's own time and the time of others to maximize attainment of school district goals; and
(9) use technology to enhance school district operations.

(h) Learner-Centered Curriculum Planning and Development. A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. A superintendent understands, values, and is able to:

(1) apply understanding of pedagogy, cognitive development, and child and adolescent growth and development to facilitate effective school district curricular decisions;

(2) implement curriculum planning methods to anticipate and respond to occupational and economic trends and to achieve optimal student learning;

(3) implement core curriculum design and delivery systems to ensure instructional continuity and instructional integrity across the school district;

(4) develop and implement collaborative processes for the systematic assessment and renewal of the curriculum to ensure appropriate scope, sequence, content, and alignment;

(5) evaluate and provide direction for improving school district curriculum in ways that are based upon sound, research-based practices;

(6) facilitate the use of technology, telecommunications, and information systems to enrich the school district curriculum and enhance learning for all students;

(7) facilitate the use of creative, critical-thinking, and problem-solving tools by staff and other school district stakeholders; and

(8) facilitate the effective coordination of school district and campus curricular and extracurricular programs.

(i) Learner-Centered Instructional Leadership and Management. A superintendent is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth. A superintendent understands, values, and is able to:

(1) apply knowledge and understanding of motivational theories to create conditions that empower staff, students, families, and the community to strive to achieve the school district's vision;

(2) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a school district environment conducive to learning;
(3) facilitate the development of a learning organization that supports instructional improvement, builds and implements an appropriate curriculum, and incorporates best practice;

(4) facilitate the ongoing study of current best practice and relevant research and encourage the application of this knowledge to school district/campus improvement initiatives;

(5) plan and manage student activity programs to fulfill developmental, social, cultural, athletic, leadership, and scholastic needs (i.e., guidance and counseling programs and services);

(6) institute a comprehensive school district program of student assessment, interpretation of data, and reporting of state and national data results;

(7) apply knowledge and understanding of special programs to ensure that students with special needs are provided quality, flexible instructional programs and services;

(8) analyze and deploy available instructional resources in the most effective and equitable manner to enhance student learning;

(9) develop, implement, and evaluate change processes to improve student and adult learning and the climate for learning; and

(10) create an environment in which all students can learn.

End of Syllabus